

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England VC Primary School, Whitmore Reans	
Address	Coleman Street, Whitmore Reans, Wolverhampton, WV6 0RH
School vision	
St Andrew's – a Good Samaritan School (Luke 10: 25-37). Making a difference so all can flourish.	
School strengths	
<ul style="list-style-type: none"> • This is a school built on the biblical example of the Good Samaritan. He showed compassion and helped a fellow human being, regardless of cultural differences. The refreshed Christian vision and associated values clearly relate to the needs of the school and its diverse community. • Relationships with families are respectful and supportive. The school makes a positive difference to the lives of its pupils and neighbouring community. This demonstrates leaders' commitment for all to flourish as precious individuals. • Staff go 'above and beyond' in their care for those pupils who are more vulnerable. Each learner is known and cherished and so enabled to grow in personal and academic terms. • The religious education (RE) curriculum is effective. Pupils ask questions, reflect and find the common ground between religions and worldviews. • Pupils have a keen social conscience. They are the 'Good Samaritans' to each other. They also campaign to address issues of injustice. 	
Areas for development	
<ul style="list-style-type: none"> • Decide which of the several statements on vision, motto and values, are the driving force so that leaders evaluate the impact of their actions towards that specific intention. • Continue the work on a shared understanding of spirituality to enable staff to explicitly plan for spiritual development across the curriculum. • Ensure that collective worship is fully engaging so that pupils further benefit from the experience and sense of belonging that worship provides. 	
Inspection findings	
<p>The Good Samaritan is a powerful guide at St Andrew's. His example of inclusivity and compassion inspires the school to be caring towards others. Leaders express their deep commitment to the school as a Church school, explaining that 'we weep with those who weep and laugh with those who laugh'. There is much to celebrate and honour at this school where high levels of deprivation present challenges to many families. It is clear that outreach work with families and the wider community is one way the school lives out its vision. At this time, older pupils are more familiar with the values of faith, hope and love which they have explored for many years. Leaders acknowledge that there are a number of statements that link to the Christian vision. They know that there is work to do to ensure the latest statement, based on the Gospel of Luke, is understood as the focus of the vision. Systems to capture the impact of being 'good Samaritans to all' are planned but not in place. The Christian</p>	



foundations of the school are a constant guide to decision making. For example, leaders make a difference to members of staff by encouraging further career opportunities. Several members of staff feel the school is like a second home. Their wellbeing is important and thoughtfully considered.

Staff tailor the curriculum to meet pupils' needs. Subjects are carefully planned to enthuse learners. Teaching and support staff correctly focus on pupils' communication, speech and language development. These improve access to learning across the curriculum. Pupils with complex and multiple additional needs are supported in designated special needs spaces. Leaders find time, staff and resources to nurture those who are most vulnerable. It is very much to leaders' credit that some pupils who require more specialist provision remain on roll. These cherished individuals receive the best possible care that St Andrew's can offer. All staff, especially those in the pastoral team, demonstrate great sensitivity in their response to families' needs. In this way the spirit of the 'Good Samaritan' lives on. Staff are at an early stage of developing their shared understanding of spirituality. This is, however, already having an impact. Teachers talk with confidence of how they know being spiritual does not mean necessarily religious. The diocese provides expert support on this aspect and to the ongoing work as a Church of England school.

Such a generosity of grace and care extends to parents and family members. Staff patiently use their skills to provide practical help when families encounter hard times. Leaders support family members to access specialist services. This includes when some families face financial difficulties. Parents are grateful to staff. When their own children move on to secondary school, several parents continue to visit St Andrew's. Staff, particularly in the front office, offer comfort and practical advice. For example, helping parents who speak English as an additional language to understand and complete documents. In this way, the school meets a wider community need. St Andrew's is very much at the heart of the local area.

Relationships between staff, and between staff and pupils, are friendly and positive. These mean that learners who may struggle with attendance are effectively encouraged to engage. As a parent noted, 'the teachers are the sunshine in pupils' mornings', greeting each with a smile and words of encouragement at the gate. Inclusion is effective. Behaviour is good. Reflection on the Christian values, like peace, is a regular and timely feature of the school day. Pupils use these values when helping each other in lessons and at playtimes. They grow in understanding of how examples from the Bible, and teachings of other religious texts, help them in their lives and learning. Consequently, adults and pupils minister to each other.

The curriculum and times for worship give pupils an insight into global issues. They are passionate campaigners, particularly around the social issues that are common to the local area. Pupils seek to act to alleviate food poverty, homelessness, and problems that affect the environment. Where this school sees an issue, the community collaborates to raise awareness and address them. Such social action demonstrates the impact of the vision that everyone should flourish, starting from the point of meeting basic needs. With a high number of families where English is an additional language, pupils are trained to be 'young interpreters' for new classmates. They reach out their hands in friendship to those who find communication difficult.

Collective worship is key to the sense of wellbeing and belonging. Daily worship opportunities, in class or the school hall give adults and pupils time to pause and reflect. Learners increase their understanding of a range of Christian traditions. Planning for worship is thorough and rooted in Christian teaching. Based on the main festivals in the Church calendar, pupils enjoy celebrating Harvest, Christmas and Easter. However, for some pupils, worship is not engaging or seen as an important part of the day. Prayer and time for reflection are central to worship at St Andrew's. They are providing spiritual nourishment for adults and pupils alike. Links with local churches enhance the worship experience for all ages. Governors benefit from the wisdom of the parish priest,

foundation governors and contact with local Muslim leaders. Sharing worship together is part of this sense of a nurturing community. The partnership between school, church and mosque is one of mutual appreciation. This was seen when female members of staff were invited to pay their respects at the funeral of a Muslim pupil, something less usual in Islam.

RE is extremely well-planned and led. Work in books evidences the wide range of themes from different religions. Pupils rightly comment that their lessons in the subject can be exciting and creative. RE is enabling pupils to widen their cultural horizons. They gain an understanding of similarities as well as differences between religions and worldviews. For example, a study of the Hindu and Sikhi festival of Divali prompted pupils to note how light is important to many faith traditions. St Andrew's supports the development of RE at a diocesan level. Staff create RE high quality resources for other schools to use. The subject is a significant strength of the school.

The inspection findings indicate that St Andrew's Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	30 November 2023	URN	132806
VC/VA/Academy	Voluntary controlled	Pupils on roll	447
Diocese	Lichfield		
MAT/Federation			
Headteacher	Lisa Thompson		
Chair	Kerryn Stokes		
Inspector	Allyson Taylor	No.	768